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ABSTRACT

This course in German prescribes broad goals and performance objectives for the development of cultural awareness, student attitudes, and listening, speaking, writing, and reading skills. Students plan an imaginary shopping trip and visit to the city. Practice in asking directions and discussion of such German customs as a skiing trip and the celebration of "Mother's Day" are integrated in the lessons. The differences between the verbs "durfen" and "mogen" and the present tense of verbs with separable prefixes are examined. It is suggested that the course be taught in German. Description of teaching methods, sample evaluation material, and a list of reference texts are included. (RL)

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ED 070337

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

FL 003 632

FOREIGN LANGUAGE

Lernen Wir Deutsch Part 5

German

7534.01

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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COURSE DESCRIPTION

The student will plan a shopping trip and a visit to the city. Along the way he will learn how to ask directions in order to get where he is going, and then he'll stop at the city park to take some snapshots. He will read about such German customs as a skiing trip and the celebration of "Mother's day." He will learn how to use and comprehend "command" forms of German verbs. He will learn the differences between and usage of the verbs "dürfen" and "mögen", and the present tense of verbs with separable prefixes. German will be the language of the classroom.

This course is designed for the student who has controlled the language described in quin 7533.04 or its equivalent.

7534.01

BROAD GOALS AND PERFORMANCE OBJECTIVES

These minimum objectives will be met with 70% proficiency by a majority of the class unless otherwise specified.

I. Listening Skills:

According to individual maturity and achievement, a majority of students will demonstrate by overt and/or spoken reaction:

A. Understanding of basic patterns and related variations of the target language spoken at conversational tempo.

1. Given orally twenty incomplete sentences based on the material of this course, each followed by four possible choices, the student will choose the best possible answer by circling the letter a, b, c, or d.

2. Given orally twenty statements based on the material of this course, the student will identify by circling the letter a, b, c, or d as the most appropriate of four suggested rejoinders.

3. Given a series of pictures depicting situations based on the content of this course, the student will select from a series of four phrases or sentences given orally, the one which best describes the picture.

B. Understanding of free speech spoken at conversational tempo and using vocabulary and structures within the student's range of experience.

1. Given a brief oral dialog or story related to and based on the content of this course, and several questions concerning the content of this dialog or story, the student will choose the most appropriate of four possible alternatives to each question by circling the letter a, b, c, or d.

2. Given a series of oral commands in the target language, the student will select from four alternatives the phrase which describes the most appropriate action to be taken. The correct answer will be designated by circling a, b, c, or d.

II. Speaking Skills:

According to his level of maturity and achievement, a majority of students in a manner acceptable to the teacher will:

A. Imitate models at conversational speed.

Given orally the lines of the conversational exchanges, and substitutions included in this course, the student will imitate the model with 95% accuracy.

B. Discriminate among sounds and words of minimal pairs by correctly pronouncing the sounds and words emphasized in the material taught with 85% accuracy.

C. Identify structural or grammatical signals by applying them correctly in patterned drills. Given orally sentences containing previously mastered vocabulary, the student when cued will substitute and/or rearrange correctly words and phrases necessitating grammatical changes.

D. Ask and answer questions in the target language related to activities suggested in the context of the course.

1. Given orally statements or short stories, the student will formulate meaningful and grammatically correct questions in regard to the material.

2. Asked ten questions orally the student will correctly formulate meaningful answers to seven based on previously learned material as well as that being presented in this course.

E. Ask and answer questions related to his personal activities and within the realm of target language vocabulary and structure familiar to the pupil. Given orally ten statements or questions related to himself and based on his previous experience in the target language, the learner will formulate seven questions and answers, both meaningful and grammatically correct, according to his experience and ability in the target language.

F. Speak extemporaneously in the target language within the range of the pupil's vocabulary and personal experience. Given a topic of conversation and a time limit set by the teacher, the student will utter at least four meaningful and sequential sentences related to the topic.

G. Relate a brief story or experience with acceptable pronunciation and intonation in the target language.

H. Converse with people of the target culture about topics related to that culture and/or the pupil's own experience. Given a situation or topic, the student will engage himself in a meaningful dialog with a native speaker (teacher), with no constraints excepting his ability and experience in the target language.

I. Take active part in group discussion and/or role-playing techniques in the target language. Given a situational setting, the student will involve himself in meaningful dialog with more than one other speaker of the target language (other students, teacher, etc.).

III. Reading Skills:

According to his level of maturity and achievement, the pupil will:

A. Identify sound-letter correspondence.

Given words familiar to his experience in the target language, or words similar to those within his experience in the target language, the student will circle from a list of words the word which he has heard.

Example:

The student hears:	The student sees:
1. "geradeaus"	a. Gartenhaus b. geradeaus c. Krankenhaus

B. Read (pronounce and intonate) orally words in a selected passage, when:

1. these words are familiar to him
2. these combinations of letters, but not necessarily the entire word, are familiar to him

C. Describe (orally or written in either language) the content of a written selection which has been mastered audio-lingually.

D. Read with direct comprehension what has been controlled audio-lingually. Given a sentence and an incomplete sentence related to it, the student will choose the best completion of four choices given.

E. Restate (in either language) the content of a written selection which is familiar to him in vocabulary and structure, but which is not directly within his realm of experience.

F. Explain (in either language) the content of a written selection which includes to a limited degree new grammar and vocabulary.

IV. Writing Skills:

According to his level of maturity and achievement, the pupil will:

A. Copy in the target language that which he has previously heard, spoken and read. Given any selection which has been taught, the student will copy with 100% accuracy.

B. Reproduce in writing from dictation the target language content which he has previously heard, spoken, read and copied. Dictated any selection taught, the student will reproduce it with 90% accuracy.

C. Complete sentences and exercises requiring minimal structural and/or vocabulary changes. Given ten sentences with such a change, the student will complete seven correctly.

D. Demonstrate limited self-expression by manipulating, reorganizing and/or completing sentences in the target language. Given five partial sentences, the student will complete three satisfactorily.

E. Write answers to oral or written questions or rejoinders which are familiar to his experience in the target language. Given any ten written questions on the material taught, the student will answer seven satisfactorily.

F. Rewrite a series of sentences (or paragraph), as necessitated by a key structural change. Directed to change one key element, the student will make the change and all consequent necessary changes.

G. Construct original sentences, following a model and with a controlled vocabulary, in the target language.

H. Demonstrate correct punctuation of the target language in fulfilling any of the writing skills.

V. Cultural Skills:

According to his level of maturity and achievement, the pupil will:

A. Use the correct form and manner of speech in the target language which would be associated with a customer-salesman (-lady) relationship. This would include proper use of the Sie-formal pronoun and such vocabulary as: "Wunsch," "wünschen," "mögen," "dürfen," "lassen," and polite commands and suggestions.

B. Recognize and contrast with his own culture such German traditions as:

1. a skiing trip
2. class excursions
3. singing and playing
4. Mother's day
5. gift-giving
6. some popular German dishes
7. a trip into the city
8. taking pictures
9. the city park
10. "Wurst"
11. a family celebrates a holiday
12. a ski trip to the Alps
13. "Mensch, ärgere dich nicht!"

VI. Attitudes:

The student will demonstrate an interest in the German language, people, culture and traditions as evidenced by:

A. Active participation in classroom activities, including:

1. Formulating meaningful and significant questions which have a relation to the content of the course.
2. Stating answers or suggestions to questions or problems which arise in the classroom.
3. Identifying relationships and ideas which permeate the target culture.
4. Comparing and contrasting newly acquired knowledge of the target culture with his own culture.
5. Utilizing the target language whenever possible.

B. Seeking additional knowledge and insight, as evidenced by such things as:

1. Joining German Clubs and Associations
2. Practicing the target language outside of the classroom.
3. Travel
4. Producing extra projects and/or reports
5. Corresponding in the target language with a classmate or a German-speaking pen pal
6. Suggesting possible supplementary activities for the class, a smaller group, or individual.

C. Continuing the study of German.

COURSE CONTENT

Lexical Inventory

NOUNS

Angst

Anzug

Aufnahme

Ausflug

Bahnhof

Bier

Brötchen

Donau

Fluss

Frühstück

Fussballschuh

Fussgänger

Garten

Geschäft

Gipfel

Glas

Handschuh

Hut

Hütte

Kaltesbraten

Kamera

Kartoffel

NOUNS

Kellnerin

Limonade

Mark

Muttertag

Mutti

Orchester

Paar

Park

Rose

Schiausflug

Schnee

Schnitzel

Schuh

Schweinebraten

Sesselift

Sonne

Spass

Speisekarte

Sportlehrer

Sportlehrerin

Stadt

Stadtpark

NOUNS

Stück
Tagebuch
Theatervorstellung
Verkäuferin
Walzer
Weihnachten
Winter
Wunsch
Wurst
Ziehharmonika
Zimmer
Zug

VERBS

anprobieren
aufsetzen
aufsteigen
aufsteigen
ausprobieren
brauchen
dürfen
einpacken
entschuldigen
freuen (sich)
mieten
mitgeben
mitnehmen
nehmen

VERBS

probieren
scheinen
stehen
stellen
üben
überraschen
vergessen
vorbeikommen
vorhaben
wünschen
zumachen

ADJECTIVES

alle
blau
dasselbe
einzig
erster
ganze
ein paar
rot
schwer
schulfrei
vorsichtig

PREPOSITIONS

über

ADVERBS

gestern abend

doch

entlang

fast

freilich

früh

morgen früh

genau

gewöhnlich

gleich

jeden Tag

lieber

mal

manchmal

sicher

CONJUNCTIONS

deshalb

sondern

EXPRESSIONS

Angst haben

hab keine Angst!

dagegen

dagegen haben

tausend Dank!

(sechs) durch (zwei) ist (drei)

(wo ist) eigentlich (---)?

(ich werde) einmal (sehen)

(mir hat er) gut gefallen

hat gemietet

gib mir...!

(ich setze ihn) gleich (auf)!

was kostet...?

(wir passen) schon (auf)!

(er) steht mir gut

COURSE CONTENT

Structural Inventory

Verb phrases, with dürfen and mögen.

Verbs: Present Tense with vowel changes;

fahren; gefallen; lassen; vergessen; nehmen.

Verbs with separable prefixes, Present tense:

vorhaben; abholen; zumachen; aufsetzen; ein-(aus-) packen;

zurückbringen; anrufen; vorspielen; mit-(vorbei-) kommen;

aufpassen; einkaufen.

Noun Plurals (Nominative and Accusative) formed by adding ¨e.

Command forms of verbs:

Formal command

Mild command, first person plural

Familiar command, plural

Familiar command, singular

verbs with Stem Vowel Changes (geben, lesen, sprechen,

nehmen, vergessen, essen, treffen, sehen.)

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SUGGESTED PROCEDURES

All vocabulary, idioms and expressions in the unit are to be taught audio-lingually before the student sees or writes the material.

A. Model and repetition:

The teacher or tape gives the model for pronouncing new material and the student, or class, imitates the model.

B. Correction:

After any incorrect response, the teacher or a capable student provides the "correct" model, to be repeated once or more by the learner.

C. Basic Dialog:

Students memorize (from the model provided by the teacher and the tape) a situational dialog in German, with emphasis on pronunciation, intonation and role-playing. The English meaning is always explained.

D. Supplement:

Expansion of the material of the dialog to be learned through daily practice.

E. Adaptation:

Conversion of the dialog material into further conversational use by question-and-answer, to be learned through daily practice.

F. Repetition Drills:

Presentation of grammatical concepts to be learned by "model and repetition."

G. Substitution Drills:

Practice of grammatical points by use of a basic sentence and a "cue", to be inserted appropriately within the original sentence, thus progressively altering the sentence.

Examples:

1. Person-number substitution
2. Stem substitution
3. Double-item substitution
4. Replacement Drill
5. Free replacement drill
6. Number substitution

H. Response Drills:

Questions, to be asked by the teacher and answered by the student.

Examples:

1. Choice questions
2. Yes-No questions
3. "Cued" responses
4. "Free" responses

I. Translation Drills:

Several similarly-constructed sentences which differ from the corresponding English. Cues are in English, excepting the first, and may be learned by technique A, C, D, or G.

J. Directed Dialog:

Commands in German to be understood and followed by the learner.

K. Conversation Stimulus:

Situational settings designed to allow free conversation among two or more students revolving around a central topic.

L. Reading:

An activity beginning the second or third week of instruction. A structured program of relating written letter(s) to sound(s) is the initial presentation. Instruction will be for oral and silent reading.

M. Recombination Reading Narratives:

Brief passages which may be used as practice in aural or reading comprehension and writing ability.

N. Writing:

This activity has several stages:

1. Practice in actual formation of the letters and diacritical marks.
2. Supplying a satisfactory spelling change in part of a word or a complete word.
3. Creating an original sentence.

SUGGESTED PROCEDURES FOR USE OF SUPPLEMENTARY MATERIALS

A. Map of Germany

Each student will construct or draw a map of Germany preferably early in the sequence and add to his map any information to which reference is made during this course.

B. Records and Songs

Students will be given recognition for:

1. bringing in records related to this objective and the course;
2. acquiring and duplication for general use the words to songs on such records;
3. memorizing and/or performing (individually or in small groups) the songs to which they have been introduced.

C. Films, slides and other audio-visual aides

The teacher should acquire all possible audio-visual aides from any of several reputable supply houses. After each slide and the related segment of the tape have been presented in German, the teacher will ask for a volunteer to make an "educated guess" at the tape's description of the slide they have seen. The teacher, after one or several "guesses" can fill in the missing or incomplete details. In this manner the students will be encouraged to look for "key words" or phrases familiar to them in order to comprehend material unfamiliar and rather difficult to them in the target language. It also encourages them to pay close attention to the tape, which might otherwise be thought of as "threatening", due to the sophistication of the vocabulary. (The teacher may also be surprised to witness the humor which can be triggered by an "incorrect guess"!)

D. Display items

If there is a "display window" available in the school or department, the classes or club should engage in setting up a display of German beer mugs, costumes, photographs, pictures, maps, etc.

E. Posters and pictures of German-speaking countries

These add color to the classroom and can also serve as a stimulus for conversation.

SAMPLE EVALUATIONS

Listening Skills:

Instrument for measuring performance objective IA-1

Directions: You will hear twice an incomplete sentence followed by four suggested completions. Choose the answer which best completes the sentence and circle a, b, c, or d on your paper.

1. Möchtest _____ mit mir einkaufen gehen?

   A. sie

   B. du

   C. ihr

   D. er

Speaking Skills:

Instrument for measuring performance objective IID-2

Directions: You will hear twice a short, simple question. Give an appropriate answer in German.

1. "Wohin Fahren Sie?"

   suggested answer: "nach _____!"

Reading Skills:

Instrument for measuring performance objective IIID

Directions: You will see a complete statement, then a related incomplete statement followed by four suggested completions. Choose the best possible completion to the information provided.

1. Walter geht zu Fuss zum Flugplatz. Er fährt _____ dorthin.

   A. jetzt

   B. gleich

   C. nicht

   D. sonst

Writing Skills:

Instrument for measuring performance objective IVE

Directions: You will hear a German sentence. Write what you hear.

1. Ich werde beim Kino auf dich warten (oral).

   Student writes same.

Instrument for measuring performance objective IVF

Directions: You will be given a model sentence, and several subsequent words or phrases. Insert the word or phrase into the previous sentence, and make any other necessary changes.

2. Model:

   "Rolf fährt mit dem Bus."

   Wir _____.

   _____ Strassenbahn.

   Achim und Hans _____.

   _____ nehmen _____.

   _____ Zug.

   _____ einen _____.

   Answers:

   Rolf fährt mit dem Bus.

   Wir fahren mit dem Bus.

   Wir fahren mit der Strassenbahn.

   Achim und Haus fahren mit der Strassenbahn.

   Achim und Haus nehmen die Strassenbahn.

   Achim und Haus nehmen den Zug.

   Achim und Haus nehmen einen Zug.

Cultural Skills:

Instrument for measuring performance objective VA

Directions: You will be given a situation and three possible statements you might make. Choose the most appropriate statement.

You are a salesman (-lady), waiting on a customer:

a. Was wollt ihr?

b. Was möchten Sie?

c. Was wünschst du?

Attitude:

Instrument for measuring performance objective VIA-4

Every week the student may be asked to hand in on a 3 by 5 card a brief explanation of something he has learned about the target culture and which seemed to him the most or least consistent with his own culture.

Instrument for measuring performance objective VIA-5

Periodically and at random, the teacher will call on one or several students (individually) during or after the daily lesson, to answer a question related to both the lesson at hand and the individual's personal experience. The question will be in German, based on vocabulary familiar to the student, but original in content. The only record to be kept is the consistency with which the student attempts to answer in the target language.

Instrument for measuring performance objective VIAB

The teacher may offer during the first week many suggestions for extra projects or reports and encourage individual and/or small group participation. In order to be as objective as possible some record should be kept as to originality, attitude toward project, thoroughness, etc.

The teacher will have noted throughout the course the participation in activities and expressions of beliefs of each pupil. Through his/her guidance positive opinions and attitudes hopefully will develop in a majority of the class. A chart on minute details might be kept such as:

	Volunteers	Takes positive attitude	Formulates meaningful questions and seeks solutions to class-room discussion	Speaks without bitterness	Uses the language at every opportunity
1. Allen, Mary	1	1	1		3
2. Alsworth, Joe			1	1	1

Key

1.- superior

2 - average

3 - unferior

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